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ABSTRACT

This report focuses on the planning stages and first and second years of operation of the Community Education Planning Project (CEPP) of the Ocean View, Merced Heights, Ingleside (OMI) Community Association. Curricular and program changes in the planning period in the seven elementary schools of the area envisaged the development of these schools as exemplary ones. In the first operational year the project became a language arts program with emphasis on reading and community involvement. In the second operational year it became a reading project stressing on research and community involvement. The report also includes: research progress report on CEPP; evaluation instruments developed or adapted for use; some preliminary evaluation information; teacher workshop schedules; some services reaching outside the OMI area; and, the accomplishments of the OMI Community Association. Samples of Workshop evaluation sheets, attitude surveys, and skill inventories are included. [Because of the quality and size of the type, several pages of this document, including some tables, will not reproduce in hard copy (HC).] (RJ)

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

135 Van Ness Avenue

San Francisco, California 94102

ACTIVITIES
OF
THE COMMUNITY EDUCATION PLANNING PROJECT
OF
THE OCEAN VIEW, MERCED HEIGHTS, INGLESIDE COMMUNITY ASSOCIATION

February 1, 1967 through December 31, 1969

(CEPP-OMI)

(Rough Draft)

UD010537

Robert E. Jenkins
Superintendent of Schools
February 24, 1970

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Progress in the Community Education Planning Project of the OMI

I. Introduction

The first year of the life of the CEPP was committed to planning curricular and program changes in the seven elementary schools of the area that would make them exemplary schools. This creation of exemplary schools would, it was hoped, contribute to the stabilization and improvement of the community.

One aspect of the curricular changes suggested during the planning year was approved for funding to give the project its first operational year. At that time it became a Language Arts project with emphasis on reading, and community involvement.

When the Project was funded for its second operational year the focus was again changed and it became a Reading Project with emphasis on research and community involvement.

II. The Planning Period - February 1, 1967 through April 30, 1968
($213,643.42)

Objectives:

1. Cancassing the communities to determine individual and group reactions to the project being developed.

   The individual and group reactions were determined through a variety of techniques involving meetings, surveys and informal discussions. The first of these was a meeting with the principals of the five schools. This was followed by numerous meetings (14) of the Administrative Council where all members and visitors are encouraged to express their concerns. Everything that occurs in these meetings is carefully recorded. Each element of the Council was asked to bring a list of priority concerns of the group. Thus, a list of priority concerns as expressed by teachers, administrators, parents and community members at large was compiled. A continous expression from the Education Committee of the OMI Project was encouraged by regular reports to the meetings of that committee from the Project. There was a townhall type meeting held at San Francisco State College on Saturday, July 27, 1967 which was attended by over one hundred community people and provided an excellent opportunity for assessing the reactions of individuals to the Project.

2. Involving representatives from all relevant organizations and agencies in planning for the development of the proposed educational program.

   The organization of the Administrative Council involves considerable representation from relevant organizations and agencies since it is made up of representatives from San Francisco State College, the San Francisco Unified School District Office, the teachers in the five schools named in the planning grant, the administration of each of the five schools, a parent from the area served by each of the five schools, two representatives from the community and a consultant to the director from the community. In meeting responsibilities set forth in P.L. 89-10 Title III, the two parochial schools in the area were invited to be represented on the Administrative Council to the same extent that the five public schools are. Each of them sends an administrator, a teacher and a parent.

   The minutes of the Administrative Council meetings are sent to all members of the Council, anyone who expresses an interest, and all School District Administrators who might be concerned. These last are involved from time to time in the activities of committees working in curriculum and program areas. Consultants from San Francisco State College and other institutions have been called on from time to time. Representatives from City Planning have consulted with the staff. The San Francisco Redevelopment Agency has been consulted. The Recreation Park Department has been represented at several planning sessions. The Advisory Committee represents a vast cross section of the entire City as can be seen in the list of members in Appendix.

3. Surveying the human resources of this community and planning for their use in carrying out the purposes of the Project.

   The human resources of the Project are its most valuable asset. Cooperative efforts with the F.F.E.A., the organization of the Administrative Council and the Advisory Committee, the involvement of San Francisco City College, the interaction with the OMI Project, and the assistance of the School District and San Francisco State College have resulted in a survey of the human resources of the community with plans for their continued use in the Project. This will be evidenced in the various curriculum and program proposals.

4. Surveying available building facilities and planning additional buildings as needed.

Much of the energy of the Project has been spent in assessing the possibilities of acquiring additional facilities. This was done because of the tremendous pressure from all elements participating in the Project. Principals, assistant principals, teachers, parents and children all expressed the hope that the Project would be able to do something about reducing class size. Thus, the community was studied carefully with the assistance of local real estate interests, City Planning, San Francisco Redevelopment, Urban Development, Recreation Park Department, San Francisco State College, the Division of Buildings and Grounds of the S.F.U.S.D. and a public spirited architectural firm.

There are basically three solutions to the problem:

1. Add to the present structures.
2. Bring portable units to the existing sites.
3. Build new buildings on new sites.

A fourth solution may be added as a strictly temporary measure. This involves the use of some facilities in churches in the community. Saint Francis Episcopal Church, across the street from Commodore Sloat School, has empty classroom facilities. Temple Methodist Church, down the hill from Jose Ortega School, has empty classroom facilities. These sites have been inspected by representatives from the Division of Buildings and Grounds of the S.F.U.S.D. and adjudged as of sufficiently high standard to be used for teaching public school children. Another problem relative to buildings is the development of a Pre-School Program in the area. A good program requires special facilities. There are several good sites in the community where nursery schools could be built. They could be established in the church buildings mentioned above but not if the buildings are to be used to reduce class size at other grade levels.

The best solution to the school housing problems in the Project area at the present time lies with the acquisition of the Homewood Terrace Property. It could be used immediately to provide fourteen classrooms, nursery school facilities, recreation facilities, a reading diagnostic clinic, an instructional materials center, a library, counseling learning service facilities, in-service education facilities (particularly for the Art Department), offices for the Project, offices for the school (the fourteen classes) administration, meeting rooms for the various committees, and facilities for many other school supportive agencies such as mental health, etc.

On a long range basis, this could become the site for a Community School such as the Conti School on Wooster Square, New Haven, Connecticut. This would require long range planning and would provide the community with the opportunity to build an integrated school, since the area it would serve lies directly between a predominantly Negro area and a predominantly White area. Since a community school servies the entire community, this would provide opportunities for social integration on all levels which, after all, is the ultimate goal of school integration.

5. Developing working committees in the schools and communities, and advisory committees with broad representation in order to provide consultation in carrying out the plans made during the planning year.

In order to meet the needs expressed in the list of tasks a number of committes were formed. The original intention was that there would be a committee for each area of the curriculum or program being studied. Sometimes, however, this was not practical. The following is the structure adopted for curriculum committees:

1. A Consultant from the Project
2. A Curriculum Coordinator from the S.F.U.S.D.
3. One of the Coordinators from the Project
4. A Community Representative
5. A teacher from each of the five schools
6. A Site Administrator from each of the five schools
7. Specialist Consultants (as needed)

Every effort is made to involve as many different community persons and teachers as possible. If it is at all possible the teachers and community people on any one committee, including the Administrative Council, are different from those on any other committee. It is not possible to do this with administrators or project staff because of the limited numbers.

The Advisory Committee already described has a number of subcommittees (See Title III, Appendix, page 129) which should become working committees. It is the intention that these committees will continue in the operational period of the Project.

6. Developing detailed plans for possible curricular and organizational innovations to be initiated within each of the schools participating.

The curricular committees described above have all been engaged in developing innovations applicable to the following areas of concern:

1. Physical facilities
2. Guidance and counseling
3. Reading and the other language arts
4. Social Studies
5. Home-School-Community-College Relations
6. Pre-School Program
7. Music
8. Summer Beginning Reading
9. Physical Education
10. Science
11. Research
12. Adult Education
13. Art
14. Mathematics
15. Outdoor Education

7. Preparing an application for an operational grant under Title III, which if approved, would permit the implementations of the plans.

It was originally intended to submit a very large proposal under Title III in accordance with the objectives as stated. Because of limited funds available under that title, however, Dr. Nolan Estes advised that a package of proposals be submitted that might be funded under a variety of sources. These proposals (ther are now thirteen in addition to the Title III proposal) are being submitted as a package. Dr. Estes advised Dr. Haan, the consultant from the college, to the director, that he would call a conference in Washington of the various agencies from which funds for the Project would be solicited.

8. Establishing new cooperative working procedures and relationships among the San Francisco Unified School District, the community, San Francisco State College, and other agencies and institutions in the community in order to facilitate the use of their resources for the Project.

The working relationship which brought the Project into existence is a new and unique one that has been found to be quite workable. This is the relationship of the S.F.U.S.D., San Francisco State College, and the community. There has been involvement of other agencies that seems to be fully as workable and profitable. Two of these are City Planning and the Redevelopment Agency. There was some work done with the Recreation Park Department relative to the cooperative use of facilities. There has been increasing involvement of the Catholic parochial schools in the area. They have been participating in the planning with representation at Administrative Council meetings, They have been included in the plans for increasing services to the schools of the area during the operational phases of the project.

The first activity of the Project was the organization of the Administrative Council. This was done as described in the grant application and can only be called a success. There has been good participation, it seems to be an effective, functioning body..

The next activity of the Project was the establishment of the priority concerns of the teachers, of the administrators, and of the community people. From this was built the list of major tasks.

The concerns of the schools varied and on the basis of their concerns they embarked on their particular areas of study. At Sheridan there was a concern for the language arts and a study was undertaken there concerning the use of IBM Selectric typewriters in this area of the curriculum.

San Miguel and Farragut Schools would have liked to make similar study but the lack of physical facilities made it impossible to supply them with typewriters.

At Jose Ortega there was concern for problems concerning motivation as it relates to behavior problems, etc. Thus, at Jose Ortega there is apilot in a Learning-Counseling Service.

At Farragut School there was much interest in establishing better lines of communication from the school to the community and from the community to the school. This was a situation that was ripe for investigation of Parent-Teacher Conferences that took place at Farragut School. There is a much warmer climate in the area served by that school at the present time.

At San Miguel School interest was expressed in Mathematics and the program developed by Bill Johntz in Berkeley. This is a program wherein mathematicians teach mathematics to young children. This has been done in Berkeley and other parts of the country with a high degree of success. The program as presented in Berkeley was not an unqualified success at San Miguel School. As a result, the Mathematics Curriculum for the five schools being developed by the Mathematics Committee will contain elements of that program but will be a variation. Hopefully, the variation will make this type of program adaptable to the schools of the area.

San Miguel School then embarked on several studies of Reading Programs. They are currently studying SRA and Miami Linguistics materials.

The staff at Sheridan School developed a tremendous interest in the McGraw-Hill and B.R.L. reading programs developed by Sullivan Associates after a Reading Committee meeting at the Project. So much interest was generated that Mrs. Thelma Boyer, the principal at Sheridan School, was able to be very helpful in initiating a massive program using these materials in thirty schools in the San Francisco Unified School District.

The staff at Commodore Sloat School had expressed an interest in non-graded prior to the existence of the Project. The Project has provided the opportunity for the staff of that school to study them more extensively. There have been many trips to other districts to view these kinds of programs.

Meetings and visits have been made very much easier for the staff of the five schools by the addition to the staff of each of the schools of a "floating" teacher. This teacher is a permanent member of the staff of the school. He or she does not have a class assigned. He is free to work with the children in any classroom. When a teaaher must go to a meeting or another school, the floating teacher takes over that class. The floating teacher plans the lesson, teaches the lesson and does any necessary follow-up. This really relieves the teacher so that attending meetings or going to observe other programs is not an additional burden. The children do not suffer because they are being taught by someone they know, someone who knows them and the routines of their classroom and school. Actually, it probably shouldn't be said that there is no additional burden for classromm teacher since he must plan with the floating teacher to a certain extent before and after each session. However, there is less additional work for the teacher and less interruption in the routine for the children. Each school hopes that the floating teacher will be a permanent addition to the staff of every school in San Francisco.

The Research Committee was organized in the same manner as any of the curricular committees. A Research Consultant was hired full-time and made a member of the staff. This person serves more as a Coordinator than as a Consultant. She attends all meetings of the staff, Administrative Council meetings and as many other meetings of the Project as possible.

The conclusion to proceed in this manner was reached at a very early stage in the life of the Project. At a meeting with members of the staff, the Director of Research of the S.F.U.S.D. and a member of the staff of the Far West Laboratory, it was decided that to employ a "live in" researcher would be more productive than to contract the research aspect of the Project to a outside agency. A basic principle of the research operation is involvement of teachers in suggesting needed research, construction of evaluative instruments and interpretation of data.

The collection and analysis of baseline data is a primary research responsibility and should be continued and maintained throughout the life of all phases of the Project. These data, which are coded for computer programming, will serve as a major tool in discerning whether the goals of the Project are being met. By their use, any shift in characteristics of the school population may be assessed. Such shifts may concern not only academic achievement but also racial and socio-economic composition; health, discipline and attendance problems; and related areas. The use of computer based programs permits a wide variety of analysis.

The environmental aspect of research also continues. As the study of site acquisition and construction progress, continuing revision of knowledge of demographic trends must be reported. Reports must also be made of what other projects are doing in this line which might influence this Project.

The research in the social environment is another factor in assessing progress toward project goals. This research is intended to measure the social climate Preceptions and attitudes of pupils, parents and teachers toward school, selve and relevent others are critical in determining the atmosphere. These and well conducted classroom observation schedules are a major means of evaluating how well the schools are moving toward the goals of the Project.

Research works closely with all the curricular areas. The necessity for diagnostic and evaluative instruments and procedures will not lessen. As innovations are introduced, they must be justified; first in theory on the basis of published educational thinking, and second in practice as they are implemented within the OMI area schools.

Pre-School Programs

There has been considerable planning activity toward the development of pre-school programs in the area. This course of action was taken as a result of assessment of priority concerns in the community and since it was suggested as a possible area of exploration in the grant application. The committee which has done this work is another which follows the structure of a curriculum committee model. Thus, the program which has been developed represents the thinking of all those who will be ultimately involved in its operation.

Communication

The Project has attempted to become active in the area of Block Club Organization. It was felt that this activity was started too late in the planning year and should be delayed until the operational year. Some elements of the community feel that the need is urgent and its attempting to carry the program on in the greater OMI Project without assistance from the C.E.P.P.

The C.E.P.P. conducted a Leadership Conference at San Francisco State College which provided another opportunity to here from the people in the community. It so happened that a group, whose children attend one of the schools in the Project area, but who felt that they were not being represented in the Project was present. Fortunately, they attended this Conference, had an opportunity to speak out, and found that they were indeed being represented. There had been a breakdown in communication between the P.T.A. and a certain segment of the community. The repair of this commincation channel and the establishment of various new ones made this a most successful conference.

III. The First Operational Year - July 1, 1968 through June 30, 1969

($275,000.00)

B. Description of Project Activities

The activities of the project have been guided, of course, by the stated objectives of the operational grant. Thus, the following statement of the objectives with some of the activities related to them will help to open a discussion of the project activities.

1. One of the two primary objectives of the project is, in a three year period, to raise the reading level of at least 90% of the elementary grade school children grade one through six, within the community by substantially strengthening the language arts-reading programs of the five public elementary schools and the two parochial elementary schools located in the community. This objective was to achieved through the development of the following:

   a. The initiation within the schools of the utilization of a variety of techniques and materials which will make instruction in reading and the language arts more meaningful and effective.

      (1) Description of the Reading Diagnostic Program

      The diagnostic program served children at the readiness level, the primary level (Grades 1-3), and the intermediate level (Grades 4-6).

      The objective of the program was to aid teachers in determining children's particular areas of learning difficulties so that a corrective reading program to help them realize their potential might be initiated.

      CEPP reading specialists and the college consultant, in cooperation with classroom teachers, floating teachers, school administrators and school psychologist provided orientation materials, training and supervision in the use of a variety of diagnostic materials. In some cases the CEPP reading specialists intensively diagnosed pupils referred by their teachers.

Orientation toward the diagnostic program was provided for 118 First through Sixth Grade CEPP teachers through a series of workshop sessions. Reading specialists consulted with 118 teachers about their diagnostic program in the classroom. The reading specialists diagnosed 211 pupils who were referred by their teachers for reading diagnosis.

The college consultant, Dr. Louis Falik, consulted with and advised the reading specialists throughout the first operational year.

As a consequence of the diagnostic program, pupils in the project schools were diagnosed by the reading specialists, CEPP teachers were provided consultant service, and specific materials were recommended to be used for particular children in each CEPP school. Also, as a result of the diagnostic program, reading and language arts programs were developed in CEPP classrooms.

(2) Description of the Learning Readiness Program

The learning readiness program was employed to build motor-tactile skills for children in the kindergarten and primary grade levels. The skills developed are physicological ones which enable children successfully to cope with abstract symbols such as words and mathematical symbols. Subdivisions of skills developed in this program include motor (gross and fine), visual (eye and hand, visual discrimination) reading readiness, and self awareness. Materials used were the Getman Learning Readiness Kit and the Peabody Language Development Kit.

CEPP personnel involved in the program included, Dr. Leonard Meshover, Director, Frederic Burk Laboratory School, San Francisco State College, who arrangad training sessions, 7 Kindergarten and 2 First Grade teachers who were planning to use the program, and the two reading specialists who followed up the training with consultant service.

Seven Kindergarten and two first grade teachers used the Learning Readiness program within their classrooms. Demonstrations were arranged for these teachers to attend Frederic Burk Laboratory School. As a consequence of the program, nine CEPP teachers were trained in the use of learning readiness materials and 277 kindergarten and 89 first grade children received training in developing visual, perceptual and sensory motor skills.

(3) Description of the Reading Skill Development Program

The reading skill development program was ancillary to the reading diagnostic program mentioned above. Where specific needs of children were displayed by the diagnostic reading program, the project schools afforded students a variety of reading skill development programs which included such supplementary materials as controlled readers, workbooks, and individualized reading materials such as the Reading Round Table Primary Reading Program The essential feature of this program was to provide an individually prescribed reading program to those children who needed additional help in developing their reading skill proficiency. A remedial reading program was centered around instruction in small groups, carried out by staff members, such as the floating teacher who utilized high interest-low vocabulary books and phonics materials to facilitate remedial reading instruction.

A critical phase of the total reading skill development program was the service provided by the reading specialists and the college consultants who investigated, demonstrated, and supervised the use of materials provided by the project. Demonstrations of the use of materials related to basal reading, individualized reading, literature and poetry were arranged for CEPP school teachers through the project's connection with San Francisco State College's Frederic Burk Laboratory School. Consultation between CEPP school teachers and CEPP reading specialists was facilitated by weekly visits of the reading specialists to each school on a one day per week basis.

As a consequence of the reading skill development program the CEPP project set up a series of demonstrations of the various aspects of the language arts program, among which was demonstration of the techniques used in the individualized reading program. The demonstrations were given by the teachers of the Frederic Burk Laboratory School who have utilized various adaptations of individualized reading instruction. Several of these teachers served as resource persons for the CEPP Teachers who expressed interest in initiating an individualized reading program. As a result, several CEPP teachers are experimenting, exploring, and adapting various methods of individualized reading approaches within their classrooms.

(4) Description of the Language Development Program

The language development program is one of the primary components of the overall CEPP reading program. Its major emphasis was to develop teaching strategies and utilize materials to increase student achievement in written and oral skills. A central aspect of the program was to effect changes in teacher concepts of how children learn; and through the development of new concpets to make it possible for teachers to investigate new approaches to effective teaching of the language skills.

The need for the language development program within the overall CEPP project was recognized early within the operational year by project teachers, reading specialists, and the project's college consultant, Dr. Leonard Meshover. They became aware of the fact that special language development activities, equipment, and materials in themselves would not necessarily make the overall impact necessary for effective and successful program development. It was their feeling that the total reading program would be ineffective unless the project could affect not only the children within the project area but also teachers and parents as well.

This program component has also afforded some rather innovative curricular planning approaches which are based on broad longitudinal language development techniques, ethnic studies and integrated curricular (science, social studies, and reading) and planning. It is felt by the planners of this project that the language development component will be an integral factor in the program success.

(5) Description of the Science Curriculum Improvement Study Program

The Science Curriculum Improvement Study elementary science program was utilized by CEPP within the reading-language arts program as a unique stimulus to the development of language arts skills, and as an effective means of strengthening basic science concepts. The direct experiences provided through the use of materials, and the child's discoveries and observations served to build pupil readiness in verbalization skills. Program methods and materials used in this component which have, in their central core, teaching strategies in which the role of the teacher was developed so that he could act as "facilitator" of the Socratic method. The teacher guided children toward grasping major concepts by the technique of questioning, listening, and evaluating pupil responses.

The pupils were provided with direct experiences and were encouraged to interact with their peers as with their teachers. The pupil was also provided with individualized and small group instruction as he explored, investigated and questioned basic scientific concepts.

The program included teacher in-service training workshops and a number of resources and materials aimed at meeting specific needs. Program needs such as the development of reading and language-arts materials and teaching aids were discussed and worked out during the in-service training period.

During the first operational year of the CEPP project the SCIS program has been utilized by 17 teachers in Grades 1 through III, who were trained by the consultants from SCIS. The consultants also worked with the teachers in individual consultations. Discussions in which ideas were exchanged, demonstrations of how materials and equipment worked, cooperative investigation of key concepts and observations of teachers were primary methods in which the CEPP teachers worked with the SCIS consultants in preparation for this program component.

As a consequence of the SCIS program component, the innovators of the program emphasized that, "in the SCIS program the style of teaching is of great importance. Imaginative, creative teaching can help children to achieve some of the potenial outcomes; whereas, dull, unimaginative teaching certainly limits the program's effectiveness".

Some of the professional questions relating to teaching that were dealt with during the SCIS in-service training program were as follows:

(i) What are effective ways of organizing classrooms for laboratory work? Discussion? Demonstration?

(ii) How can questions be phrased most effectively?

(iii) What are some of the indicators that can be used to make judgements concerning the pacing of lessons?

(iv) What are some effective ways of storing and distributing SCIS materials?

(v) What determinations can be made as to how much and what kind of directions to give pupils?

(vi) How does one work with pupils who have not been exposed to the SCIS program?

(vii) What are some different ways in which a particular lesson can be developed?

(viii) What are "invention" lessons? What are "discovery" lessons? How can they be developed?

During the teacher training sessions strong emphasis was placed upon the need for teachers to change their role and function within the classroom. The primary motivation of the whole program was, of course, to motivate pupils so that they may become active participants within the learning process.

(6) Descriptinn of the Taba Curriculum Program

The Taba Curriculum Program is being utilized to develop reading and language arts skills using a social studies format in which the child experiences activities that build concepts through generalizations. The teacher strategy includes the application of known principles and facts to explain and understand new situations, developing generalizations sequentially and cumulatively, gathering information in a significant manner, categorizing ideas and generalizations, balancing types of learning activities and concluding activities at different levels of abstraction. Experiences and activities, oriented so that participants achieve success, motivate the pupil to develop his own ideas and the ideas of others from concrete to more abstract ones. Reading skills, such as, gathering and using information, critical thinking and sequencing ideas are developed together with the oral language skills of discussion of experiences and ideas.

b. The addition of two reading-language arts specialists to assist the faculties of the seven community schools.

Two reading specialists worked in each project school one full day each week to provide teacher consultation, in-service training and direct reading help to children. The basic objective in using reading specialists at the building level was to have them work with teachers and building specialists, serve as liaisons for curriculum innovations, as general resource persons providing direct services related to the reading-language arts program.

The reading specialists, project staff, and college consultants, in cooperation with project school staffs initiated a systemic orientation of teachers with whom the specialists worked in each school. The reading specialists and the college consultant planned and led twenty teacher workshops focused on remedial-corrective problems in reading. Future-oriented objectives were highlighted so as to serve as the initial steps in the direct services to the schools.

The reading specialists provided diagnostic services to individual children, initiated conferences and small group evening meetings with parents, held conferences with teachers and observed children in classroom situations. They used every opportunity in their work with teachers, administrators, children and parents to suggest new materials, secure existing materials, demonstrate methods, and encourage further consultation.

The reading specialists ordered materials and equipment for use in the project's reading program and set up small learning Resource Centers in each project school.

The reading specialists received in-service consultation on a regularly scheduled basis from the project's reading consultant. These sessions were devoted to case process analysis, planning of schedules, initiation of special programs and administrative coordination. Arrangements were made through these sessions for the consultant to visit schools and provide certain direct services of diagnosis or teacher consultation.

The reading specialists kept daily activity summaries which provided the opportunity for detailed analysis of their functioning and described the nature of their activities, the kinds of problems they encountered, changes which occurred over time, and the patterns of building level needs and services.

c. The utilization of the services of fourteen part-time aides (seven library aides and seven classroom teacher aides) in the Project schools to assist teachers and librarians in the improvement of student skills in reading.

Parents and other individuals residing within the community were involved in the schools as teacher and library aides.

Aides were screened by a committee selected by the OMI Education Committee according to the following criteria:

a. Persons should possess sufficient knowledge and ability in the communication skills as to be effective models for the children in the five schools.
b. Persons should have knowledge of and concern for the people of various ethnic backgrounds who are involved in the OMI Project.
c. Persons should be willing to learn about the dynamics of individual and group behavior as it relates to the schools and the larger OMI community.
d. Persons should be knowledgeable about the objectives and the philosophy of the OMI-CEPP.
e. Persons should possess the ability to demonstrate discretion where confidential records and files of children are concerned.

Seven aides were trained by the CEPP librarians to work in the school libraries (see f-Library Program) and seven aides were trained by the school staff to assist teachers in that school. Teacher aides assisted teachers with clerical, housekeeping, yard supervision and pupil assisting duties. The aides worked 15 hours per week at these duties.

d. The installation of a regular tutoring service after school for pupils in CEPP schools, with emphasis on language arts.

The tutorial program was utilized as another means of individualizing the teaching-learning process for children and involving them in learning in new and productive ways. The objectives of the program were to provide a resource and help in reading for the child who requires more time than the classroom teacher can give him, and to give the parent who has high aspirations for this child and additional resource upon which to draw.

Five tutorial centers serving a maximum of children from grades three through six were established and coordinated by two college students under the direction of the project director and assistant director. Tutors were recruited from among the interested community residents and students from public and private high schools, junior high schools and colleges in and surrounding the OMI community. Training sessions for tutors emphasized the importance of interpersonal relations and processes related to methods and materials of tutoring.

Information about tutorial services was disseminated to the community through school notices, newsletters and public announcements. Children were referred to centers by classroom teachers and parental request. Children with mental or emotional difficulti were tutored only when specially qualified tutors were available for one-to-one tutoring in the child's home and/or during the school day.

Centers were located in the school building's library and/or multipurpose room using materials and books provided from the small Learning Resource Centers in each school, obtained through the coordinators from CEPP budget and purchasing activities.

e. The provision of more effective and meaningful oral language experiences for the students by developing opportunities and resources which will enable the classroom teacher to extend the environment of the classroom into the larger community.

This program provided for children opportunities to experience activities about which they would wish to communicate, to extend the learning environment for children beyond the classroom, to provide as many oral language opportunities as possible and to provide background for teachers on language instruction needs of the children.

Field trips in and around the San Francisco Bay Area, supplemented by curriculum materials, stimulated oral interraction based on the children's discovery and investigation. The classroom teacher used the opportunity of the class trips as a vehicle for providing many oral language opportunities for the children. Some typical oral language activities were:

a. An oral exchange of experiences that occurred to various children while on the trip.
b. The development of an oral class story or report about the trip.

c. The development of oral reports about specific phases of the trip by different children in the class.

d. The development of individual oral creative story telling experiences that were stimulated by things which occurred while on the trip.

e. Creative dramatic play about incidents or activities that took place while on the trip.

CEPP provided funds to supplement each school's field trip budget in order to enable teachers to plan field trips requiring transportation after the school trip budget was exhausted. CEPP Reading Specialists suggested specific field trips to correlate with reading and language arts programs introduced into specific classrooms. Suggestions for specific oral language activities were provided to teachers. Consultants from programs, such as SCIS, Taba Curriculum, and Language Experiences in Reading, suggested field trips and follow-up oral communication activities related to their particular programs.

f. The establishment within the seven elementary schools of the community of excellent libraries and **exemplary** library programs.

Two full-time librarians and seven community persons working as half-time library aides initiated library programs which served as extensions of the regular classroom, and provided books and related library media. Classroom libraries, consisting of paperback books, was established in four schools to serve grades one through six, and in other project schools **to** serve grades five through six. Additional library books were added to the collections in the seven project schools' libraries. Library hours were extended one hour beyond the normal school day in order to serve children, teachers and the adult community. A library committee consisting of teachers, administrators, community members, public and project librarians determined the method of selection and evaluation of library books for the project schools.

Individualized reading programs were initiated in classrooms and used the library collections as the main source of reading materials. On an extended day basis the tutorial centers utilized the resources and services of the school librarians as sources of motivation.

The librarians scheduled themselves regularly at their schools to meet with the classes. The class load for each librarian was so great that each classroom averaged two half-hour visits with the librarian each month for three months. Project librarians also assumed responsibility for the overall development of excellent library facilities and resources in each of the seven elementary schools; introducing children to new stories, poems, magazines, etc.; assisting children in the selection of reading materials; assisting teachers in the selection of materials to help them in the development of classroom programs of instruction; teaching children library research and techniques; and involving parents and other members of the community in the development and maintenance of library programs.

g. The provision of teacher orientation workshops and in-service training meetings so as to acquaint teachers with new language arts-reading materials and teaching strategies.

Teacher workshop and in-service sessions in which teachers were given in-depth exposure to unique and innovative teaching methods, techniques and equipment in all areas of the elementary curriculum related to reading and language arts were provided through out the school year. Teachers were relieved by the floating teachers (see h below) to attend workshops, training sessions or demonstrations during the school year.

The CEPP college consultants in cooperation with the reading specialists planned and executed the workshops and training sessions. Individual teacher contacts were made by the reading specialists as a follow-up of these sessions, and the reading specialists were available on call to teachers requesting consultation.

One hundred eighteen CEPP teachers, eight San Francisco teachers and five OMI parents participated in the Diagnostic Corrective Workshops led by the Counseling Learning Clinic Director, San Francisco State College, and the CEPP reading specialists. Seventeen CEPP teachers participated in the 10 SCIS workshops led by an SCIS consultant from the Lawrence Hall of Science. Seven CEPP teachers and two parents participated in nine three hour sessions of the Taba Curriculum workshops led by a curriculum supervisor of the Contra Costa School District. Seven CEPP teachers participated in two Language Experiences in Reading workshops led by a reading specialist of the San Jose School District. Seven CEPP teachers and two parents participated in two classroom demonstrations of the MacMillan Bank Street Readers which were performed in a CEPP school by a New York teacher representing the publisher. Seven kindergarten and two first grade teachers participated in a one hour Early Learning Readiness workshop where the Getman Early Learning Readiness Kit and the Peabody Language Development Kit were demon strated. Each school was provided with one of each kit. A demonstration of the use of these kits was provided at Frederic Burk Laboratory School as a follow-up for interested teachers.

Thirty-seven teachers and twenty-six CEPP parents attended nine demonstrations at Frederic Burk Laborary School of the following demonstrations: Basic Reading, Individualized Reading, Creative Writing, Children's Literature and Poetry, Grammar, Spelling, Handwriting, Speaking and Listening Skills. Demonstrations consisted of a thirty minute orientation, forty-five minutes of observation and fifteen minutes discussion of the demonstration.

h. The assignment of "Floating Teachers" as one additional member of the staff of each project school, enabling each school to release teachers for attendance at curriculum and other professional meetings, and to maintain continuity in classroom instruction.

Floating Teachers served primarily to release teachers to attend curriculum, project and other professional meetings, They are familiar to the children and with the situation and able to take the regular teacher's place with a minimum of upset to the children.

When not engaged in releasing teachers, floating teachers worked directly in the reading program as adjunctive reading specialists in a corrective reading program using special materials. Floating teachers worked closely with reading specialists in diagnosing reading problems and planning teaching strategies. They utilized the services of teacher aides to help operate the small building level Learning Resource Centers by disseminating and demonstrating the use of the materials to teachers and children and coordinating schedules for their use.

As a consequence of the floating teacher program, six of the seven project schools established corrective reading programs, and individualized instruction was provided to small groups of children, contributing toward reducing class size for short periods of the school day.

The utilization of typewriting instruction as an aid to the teaching of reading skills and the learning of language arts, both for under-achieveing as well as for normally-achieveing students.

It was necessary to abandon the typing program because of increased enrollments at Sheridan School where it had been planned to used the typewriters.

After careful examination of the situation, the Administrative Council of the CEPP determined that it would be impractical to attempt to continue with any efforts to develop a typing program until there was some assurance that the physical facilities would be available on a continuing basis. This conclusion which was forced upon the Administrative Council was most regrettable since The Olivetti-Underwood Corporation had made a most attractive offer to the project relative to the acquisition of the electric typewriters required for the program. They offered to supply the machines for approximately one quarter of the usual purchase price to schools, with the provision that the remainder of expense be met by the project in subsequent funding periods if there were any. In the event that the project was not funded for the future, the cost would be absorbed by Olivetti-Underwood.

The staffs of the schools indicated that they would like Language Masters, Listening Centers and small battery operated tape recorders that could be operated in conjunction with the listening centers that were available in most of the schools. Teachers in all the schools are increasing their use of tapes in the presentation of new reading materials to children at all levels. Thus, it was requested that the funds designated for the typing program be released for this purpose.

2. The second objective was to meaningfully involve the parents and resources of the community in the planning, development, and maintenance of curriculum and organizational programs for the elementary schools of the area. This objective was achieved by:

    a. Developing and utilizing parental block action clubs which were to provide community understanding of and support for the Community Education Planning Project.

The block action program was a community action and organization program which had block action clubs as the central aspect of the program. The rationale for the function of a block action program within the CEPP reading-language program included the attempt to provide an atmosphere of neighborliness wherein people gather together to seek solutions to common social and educational problems and to provide for school children a community of concerned supportive adults.

Since information was needed by the schools in the area to evaluate the success or failure of the school program, this necessary information came from the community itself. The active on-going block action clubs provided the best possible source for the kinds of community data needed by the schools.

Using the seven schools in the project area as a focus, a network of block action clubs was established under the direction of the project director and assistant director.
Four block organizers, working on a part-time basis, with work days and hours arranged to meet the exigenices of the situation, helped to establish and coordinate the block action clubs.

The block action clubs actively involved parents and other members of the community in an assessment of the needs of the children and the community. This cooperative determination of the children's needs was a means of helping to bring about community understanding of the role of the schools and of rallying support for the schools for what they were attempting in the OMI community.

The block organizers encouraged parents to participate in the evening parent reading sessions held in each project school to help parents discover and utilize ways of working at home to help build their children's reading and language skills.

Each Block Organizer attended most school meetings at the school which he served. PTA units and Parent Clubs were generally used as the direct line of communication and the vehicle to establish rapport between the schools and members of the community. Groups of parents within each project school who were not members of PTA or Parent Clubs, were contacted and informed of small group meetings held in order to begin to determine the concerns of the smaller, less articulate neighborhood groups. During these meetings with the small "hard core groups" the Block Organizers discovered that in some neighborhoods the community composition and the community needs were changing rapidly. It was also discovered that many families from "target areas" moved into the OMI community on the assumption that the area was one without problems in the schools, that the quality of education was far better, and that by moving into the community their schools and housing problems were left behind.

Discussions usually centered around real or rumored community activities, concerns of dissident members of the community and possible vehicles for school changes in the larger San Francisco community. Efforts were made to relate the problems voiced by the neighborhood groups to the efforts being made in the "establishment" organizations. Block Organizers interpreted the objectives of the CEPP and presented the project's endeavors as alternative actions for working toward quality education.

Block Organizers attended and participated in meetings of the CEPP Administrative Council and the OMI Community Education Committee which functioned as a two-way channel of communication in the commuity.

b. Involving, through the established P.T.A., of the community in various phases of the reading and language arts program,

Two community persons worked directly in project activities for the equivalent of four hours each day attending project and community meeting, school conferences with administrators, teacher and parents, as well as home visits with children and parents.

The consultants sought to open and maintain viable two-way comminication at many levels within the schools and in the community be listening and responding to concerns of parents, pupils, teachers, and administrators and by attempting to interpret and relate concerns of each group to the other.

The consultants spoke at PTA meetings, school assemblies, and community meetings. One particularly unique service performed was that of accompanying some parents to the schools when problems or concerns required their presence and they were reluctant to go alone. The consultants also arranged small conferences during which parents, children, teachers and administrators were encouraged to communicate personally with each other and explore alternatives to solve immediate problems.

The consultants made recommendations for "relevant" curriculum needs as voiced by parents. This included securing ethnic materials for the project school libraries and securing inclusion of Black History in the on-going social studies curriculum in the elementary schools. Consultants informed community people of school policies and services.

c. Utilizing, in a consultant capacity, as fully as possible the varied resource professionals in the area of reading and the language arts from San Francisco State College in the refinement of curriculum and organizational programs, in reading, for the schools.

Three resource professionals from San Francisco State College, Dr. Aubrey Haan, Professor of Education, Dr. Louis Falik, Director Counseling-Learning Clinic, and Dr. Leonard Meshover, Director Frederic Burk Laboratory School, consulted with the project director, the reading specialists, the researchers and community leaders concerning the on-going reading language arts program and community involvement. The college consultants assisted the Director in interpreting the CEPP program to administrators and members of the OMI community. CEPP community consultants sought advice from the college consultants regarding the community involvement phase of the project.

Consultant A (Dr. Aubrey Haan) served as liaison between San Francisco State College and the CEPP, sought unpaid time from various schools of the college to work in curriculum areas, appeared before the deans of the college and redescribed the CEPP in order to find help to work in committees to develop other interests that existed, enlisted aid from the college in appeals to funding agencies provided resources to the grade level curriculum committees, assisted in the selection of the researcher from the college, assisted with research plans and activities in the CEPP, assisted the Social Studies Committee with a liaison with the TABA Project, and participated in developing the program of direct service to children in the improvement of the science curriculum through the implementation of the SCIS Program in the CEPP schools.

Consultant B (Dr. Louis Falik) provided direct service to the classroom through work with the reading specialists and with teachers in identifying learning problems, guided and participated in diagnosis and discovery of individual reading difficulities, worked with the reading specialists and teachers in the use of the diagnostic techniques, provided guidance in evaluating the relative effectiveness of various remedial methods, assisted the reading specialists in coordinating and carrying out the reading program in all grades, assisted with on-going evaluation of the reading program, provided consultation and a model for parent meetings aimed at acquainting parents with the reading process, assisted in the writing of the project proposal, conferred with parents and administrators regarding the reading program, and provided in-service training through a film developed by the Learning Clinic on diagnosis and interpreting results to parents.

Consultant C (Dr. Leonard Meshover) served as liaison between Frederic Burk Laboratory School and the reading specialists in planning in-service training for teachers of the CEPP schools, served as a language arts consultant to the CEPP, developed language arts demonstrations for CEPP teachers and specialists, assisted in the writing of the continuation grant application, assisted with on-going evaluation of the reading-language arts program, and assisted the reading specialists in coordinating and carrying out the language arts programs in all grades.

Individuals from San Francisco State College participated in the consultant program other than on a regular basis consulting on Parent-Teacher Conferences, on the Learning Readiness Program, on the Language Arts Program and on the individualized reading program.

The research conducted during the first operational year was directed primarily toward the gathering of baseline data to be used in evaluating the program as it progressed.

CEPP research administered the Haan Q Sort to teachers in the seven member schools with the help of a San Francisco State student who was on a field work assignment. The teachers generally received this instrument with resignation and a vocal minority expressed dissatisfaction with it. Nevertheless an overall estimated return of 65% of the tests was obtained under conditions which guaranteed teacher anonimity. This low figure under such conditions resulted from general antagonism and/or disinterest toward the Q Sort in two schools. Of the other schools, one school had a 100% return and the remaining ones probably returned 90% of the Q Sorts distributed. In the school with 100% return there was complete cooperation from the administrators in giving the sort and in securing returns that were late. In the other schools the administrators were less instrumental in the giving and collecting of sort both in a practical as well as an attitudinal way. Of the two low return schools one administrator was either too involved with school problems or too disinterested in the sort to be helpful. In the other school active antagonism from one administrator seemed apparent so that the other's help was mitigated.

Obviously administrators are not totally responsible for any of the returns obtained and other causes or factors must be considered. The 100% return school, for example, not only had a cooperative administration but also probably had students who were academically more productive as indicated by a sixth grade reading test. This school draws its students from a neighborhood which is probably closer than the other schools in Socio economic status (SES) to that of the teacher's own SES. Percentage wise (72%) there are more Caucasian children in this school (than the other public schools at least). These factors can affect teacher attitude and performance any may be operating here. For many of the teachers in the other schools these factors as well as others may mitigate against their cooperation with CEPP in the Q Sort. Ironically the Q Sort may give us some answers as to to what factors are operating to disturb teacher performance in this and other areas as well. This Sort is designed to give an indication of school "atmosphere", that is, point to global factors affecting teacher and pubil attitudes and performance in all areas of schooling.

The increase in numbers has been attributable to a (#197,12%) increase in Black students; (#71,9%) increase in other white students; and a (#45,120%) increase in Filipino students. While these figures do not in and of themselves indicate a change in the residential composition of the OMI area, it is suspected that a change has indeed taken place. What effect this will have on the overall CEPP education program as well as on OMI objectives is yet to be determined.

During the period Fall 1968 to Spring 1969, one should note that while this increase in school population has been quite obvious, sixth grade students maintained growth in reading skills. Overall students did not increase their level of reading achievement as compared to their grade placement, but they nevertheless did maintain their relative position. Thus on the average a student who was at grade level at the beginning of the sixth grade was at grade level at the end of the sixth grade by the Stanford Achievement Test. (The above figures are the result of testing carried out by CEPP research personnel in Fall 1968 which are compared with data taken from tests routinely administered by SFUSD in the spring of 1969.)

A yet to be analyzed collection of data on parent participantion in the schools and community was compiled in spring and summer 1969. A preliminary indication is that reading achievement and parent participation are not correlated.

This inference is gained from a cursory comparison of 6th grade students' reading scores with scores of other 6th graders whose parents were PTA members. At this time there is not enough data to determine if this factor has any effect on reading, nevertheless a continued effort is planned to give results bearing on this question.

Sorted Data For October 1968 and May 1969 Reading Tests (Sixth Grade)

The following data consists of dichotomized Lorge-Thorndike IQ scores and of Stanford Achievement Test scores for word meaning and for paragraph meaning which have been categorized by sex, school, PTA membership of parent, and race or ethnic background.

Note that the number of pupils under HI Verbal IQ and cross categorized by SEX should total 119; however, not all students in the HI category were described by SEX. Thus, there are less than the total number of students in this category as there are less in most, if not all, other categories.

Note: These data are divided by generally accepted mean scores of a normative or comparison population. They do not indicate the highest and lowest scores or mean of the sixth graders represented here. Further, these data indicate possible areas for concern and do not in themselves provide information from which conclusive inferences may be made.

This tabled information is descriptive.

CODES

School 1 - Ortega
2 - San Miguel
3 - Commodore Sloat
4 - Farragut

Race 1 - Black
2 - Other White
3 - Chinese
4 - Japanese
5 - Spanish Speaking
6 - Filipino
7 - Other

TOTALS

		°IQ .100+ VERBAL .HI	 99- .LO	 .100+ TOTAL .HI	 99- .LO	WORD MEANING .6.1+ PRETEST .HI	 6.0- .LO	 .6.9+ POSTEST .HI	 6.8- .LO	PARAGRAPH MEANING .6.1+ PRETEST .HI	 6.0- .LO	 .6.9+ PROTEST .HI	 6.8-. .LO	TOTALS
SEX	M	45	88	54	77	23	101	27	83	36	93	36	75	
	F	47	83	56	74	20	100	26	75	34	90	30	71	
SCHOOL	1.	9	37	11	36	3	38	1	35	6	35	0	36.	47
	2.	23	40	30	35	5	56	7	43	12	52	11	39.	65
	3.	8	41	12	40	4	47	1	15	7	44	0	16.	52
	4.	72	26	78	28	38	56	45	35	58	48	53	26.	107
	5.	7	36	12	33	4	50	2	32	7	45	4	31.	55
PTA		22.	41.	25.	45.	10.	51.	10.	41.	15.	48.	12.	39.	
RACE	1	28	125	37	131	14	144	12	113	22	136	15	112	
	2	51	14	56	11	26	32	38	25	38	29	43	19	
	3	2	2	3	1	0	4	1	3	2	2	2	2	
	4	0	1	1	0	0	1	0	1	0	1	0	1	
	5	5	4	6	5	2	9	0	8	3	8	2	6	
	6	0	4	2	2	0	4	0	3	0	4	0	3	
	7.													
TOTAL		119	180	143	172	54	247	56	160	90	224	68	148	326

SCHOOL I

SEX	M	2	15	1	16	0	10	0	17	0	15	0	17	
	F	3	17	5	15	1	17	1	18	3	13		19	
TOTAL		9	37	11	36	3	38	1	35	6	35	0	36	47
PTA		6	23	7	22	3	20	1	22	3	20	0	23	

SCHOOL I continued

		IQ				WORD MEANING				PARAGRAPH MEANING				
		VERBAL		TOTAL		PRETEST		POSTEST		PRETEST		POSTEST		
		.HI	.LO	.HI	.LO	.HI	.LO	.HI	.LO	.HI	.LO	HI	.LO	
RACE	1	5	28	6	28	1	27	1	32	3	25	0	33	
	2	0	0	0	0	0	0	0	0	0	0	0	0	
	3	0	1	0	1	0	1	0	1	0	1	0	1	
	4	0	0	0	0	0	0	0	0	0	0	0	0	
	5	0	0	0	0	0	0	0	0	0	0	0	0	
	6	0	1	0	1	0	1	0	1	0	1	0	1	
	7													

SCHOOL 2

SEX	M	8	21	13	16	1	27	4	25	4	25	7	22	
	F	8	15	8	15	2	21	3	18	2	20	4	17	
TOTAL		23	40	30	35	8	56	7	43	12	52	11	39	65
PTA		6	10	8	8	0	15	3	9	1	15	4	8	
RACE	1	7	28	10	25	2	31	5	29	4	30	6	28	
	2	5	5	6	4	2	10	2	7	0	10	3	6	
	3	0	0	0	0	0	0	0	0	0	0	0	0	
	4	0	1	1	0	0	1	0	1	0	1	0	1	
	5	3	0	3	1	1	3	0	4	1	3	1	3	
	6	0	1	0	1	0	1	0	1	0	1	0	1	
	7													

SCHOOL 3

		IQ				WORD MEANING				PARAGRAPH MEANING				
		VERBAL		TOTAL		PRETEST		POSTEST		PRETEST		POSTEST		TOTAL
		.HI	.LO	.HI	.LO	.HI	.LO	.HI	.LO	.HI	.LO	.HI	.LO	
SEX	M	5	20	5	22	4	23	1	10	5	22	0	11	
	F	2	15	5	12	0	17	0	5	1	16	0	5	
TOTAL		8	41	12	40	4	47	1	15	7	44	0	16	52
PTA		0	0	0	0	0	0	0	0	0	0	0	0	
RACE	1	6	32	8	31	4	35	1	13	5	34	0	14	
	2	0	0	0	0	0	0	0	0	0	0	0	0	
	3	0	0	0	0	0	0	0	0	0	0	0	0	
	4	0	0	0	0	0	0	0	0	0	0	0	0	
	5	1	3	1	3	0	4	0	2	1	3	0	2	
	6	0	1	1	0	0	1	0	0	0	1	0	0	
	7													

SCHOOL 4

		IQ				WORD MEANING				PARAGRAPH MEANING				
		VERBAL		TOTAL		PRETEST		POSTEST		PRETEST		POSTEST		TOTAL
		.HI	.LO	.HI	.LO	.HI	.LO	.HI	.LO	.HI	.LO	.HI	.LO	
SEX	M	28	17	32	13	16	25	21	21	25	19	28	14	
	F	31	8	31	8	16	20	21	14	24	15	23	12	
TOTAL		72	26	78	28	50	56	45	35	58	48	53	26	107
PTA		8	0	8	1	6	1	6	1	8	1	6	1	
RACE	1	9	11	10	14	6	17	5	15	8	15	8	12	
	2	44	8	48	6	24	21	35	16	36	18	39	12	
	3	1	0	1	0	0	1	0	1	1	0	1	0	
	4	0	0	0	0	0	0	0	0	0	0	0	0	
	5	1	0	1	0	1	0	0	1	1	0	1	0	
	6	0	0	0	0	0	0	0	0	0	0	0	0	
	7													

SCHOOL 5

		IQ				WORD MEANING				PARAGRAPH MEANING				
		VERBAL		TOTAL		PRETEST		POSTEST		PRETEST		POSTEST		TOTALS
		HI	LO	HI	LO	HI	LO	HI	LO	HI	LO	HI	LO	
SEX	M	2	13	3	12	2	13	1	10	2	12	1	11	
	F	3	28	7	24	1	30	1	20	4	26	3	18	
TOTAL		7	36	12	33	4	50	2	32	7	45	4	31	55
PTA		2	8	2	14	1	15	0	9	3	12	2	7	
RACE	1	1	26	3	33	1	34	0	24	2	32	1	25	
	2	2	1	2	1	2	1	1	2	2	1	1	1	
	3	1	1	2	0	0	2	1	1	1	1	1	1	
	4	0	0	0	0	0	0	0	0	0	0	0	0	
	5	0	1	1	1	0	2	0	1	0	2	0	1	
	6	0	1	1	0	0	1	0	1	0	1	0	1	
	7													

Statistics From Libraries At Farragut, Ortega, Sloat, And St. Emydius

CIRCULATION

C. Sloat	(October 1968 - May 1969)	-	10,047
Farragut	(January - May 1969)	-	3,555
Ortega	(March - May 1969)	-	1,448
St. Emydius	(New books did not arrive until late April - no circulation for Lower Grades)		

MATERIALS ADDED WITH CEPP FUNDS

	Hardcover Books	Paperbacks	Records	Filmstrips
C. Sloat	257	500		
Farragut	223 + 55*	595	3	14
Ortega	271*	432	9	
St. Emydius	348			

*Ordered but not received yet

Subjective Evaluations From Project Principals

PERSONAL EVALUATION OF PRINCIPAL

Question	School #1		School #2		School #3		School #4		School #5		School #6		School #7	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Do you think CEPP makes a difference in your school?	X		X		X		X		X		X			X
2. Do you believe Reading Specialists make a difference in your school?	X		X		X		X		X		X		X	

Racial Composition By School For 1967 And 1969

Ortega

	Caucasian		Negro		Chinese		Japanese		Spanish		Filipino		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
'67 Proposal For Research-Characteristics Of OMI	14	2.9	447	91.6	8	1.7	5	1.0	11	2.2	2	.4	2	.4	489
'69 Master List	15	2.9	466	91.3	4	.8	1	.2	13	2.5	11	2.1	1	.2	511
	1		19		-4		-4		2		9		-1		22

X^2=47.44 significant at .001

Sheridan

	Caucasian		Negro		Chinese		Japanese		Spanish		Filipino		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
'67	24	4.2	457	89.6	3	.5	0	0	18	5.3	5	.1	1	.1	508
'69	19	3.3	535	91.7	3	.5	1	.2	13	2.2	8	1.4	4	.7	583
	-5		78		0		1		+5		3		3		75

X^2=26.45 significant at .001

San Miguel

	Caucasian		Negro		Chinese		Japanese		Spanish		Filipino		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
'67	175	31.1	299	53.1	4	.7	6	1.1	50	8.8	28	5.0	1	.2	563
'69	179	27.6	328	50.5	4	.6	5	.8	76	11.7	35	5.4	22	3.4	649
	4		29		0		-1		26		7		21		86

X^2=459.34 significant at .001

Racial Composition By School For 1967 And 1969 (continued)

	Caucasian		Negro		Chinese		Japanese		Spanish		Filipino		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Farragut															
'67	62	13.7	325	71.6	8	1.8	7	1.5	35	7.7	0	0	17	3.7	454
'69	53	11.2	345	73.1	9	1.9	7	1.5	24	5.1	28	5.9	6	1.3	472
	-9		20		1		0		-11		28		-11		18
X^2=13.24 not significant at .001															
Commodore Sloat															
'67	523	76.4	117	17.1	13	1.9	10	1.5	16	2.2	2	.3	4	.6	635
'69	603	72.2	168	20.0	14	1.7	11	1.3	34	4.1	0	0	6	.7	836
	80		51		1		1		18		-2		2		151
X^2=46.88 significant at .001															
Total															
'67	798	29.5	1645	60.9	36	1.3	28	1.0	130	4.8	37	1.4	25	.9	2,699
'69	869	28.5	1842	60.4	34	1.1	25	.8	160	5.2	82	2.8	39	1.2	3,051
	71		197		-2		-3		30		45		14		352
up	9%		12%		-5.5%		-10.7%		23%		120%		55%		13%
X^2= 99.77 significant at .001															

Racial Composition Continued

	Caucasian		Negro		Chinese		Japanese		Spanish		Filipino		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
St. Michael's															
'69	48	24.3	98	49.5	0	0	0	0	43	21.7	9	4.5			198
St. Emydius															
'69	242	60.8	93	23.3	3	.8	0	0	37	9.3	22	5.5	1	.3	398

The primary implication of the above data is that there has been an overall increase (13%) in school population in OMI and there has been a shift in racial composition.

Chi squared tests (X^2) comparing schools in 1969 with themselves in 1967 indicate that only Farragut could be considered as having a population like the 1967 one. Chi squared tests of other schools may have been affected by the increase in populations aside from the general shift in racial composition but differences between 1967 figures and 1969 ones would seem to verify the X^2 tests.

These differences show an overall but uneven increase in most racial groups. The largest increases were, in absolute numbers, for Negroes -197 pupils- while, by precent, for Filipinos an increase of 120%. Commodore Sloat had an increase of 80 Caucasians and was the only school to have a relatively large increase in this racial group.

Decreases are to be found in the overall numbers of Chinese and Japanese. The largest contributor to this decrease was Ortega where 4 Chinese and 4 Japanese left.

Sheridan shows a loss of 5 Caucasians and 5 Spanish and Farragut lost 9 and 11 respectively along with a marked decrease (11) in the Other category.

With the overall population increase, these decreases imply a greater change in composition than if there were no change. Nevertheless such changes cannot be considered a trend by themselves without further data.

Since there was no data available for the parochial schools in 1967 no indications of change can be given. They are neither like the whole public school population nor like each other in racial composition when compared by the X^2 test.

IV. The Second Operational Year - July 1, 1969 through June 30, 1970
($147,000.00)

The activities of the project continue to be guided by its stated goals which serve in this instance to direct discussion of the project activities.

GOALS

In-School

Goal #1: Synchronize growth of reading achievement and grade level of project children in grades K-3 by at least one grade level beginning with the 1969-70 school year.

The base line data to evaluate the achievement of this goal has been gathered and is a matter of record in the CEPP, SFUSD, and individual school files. Additional data will be available after the classes are tested in May.

Goal #2: Equip those children with demonstrated language readiness and reading skill deficiencies with essential reading-language skills.

At this point the diagnostic testing has been completed for children in grades 1 and 2. Grade 3 will be completed by mid-January. Diagnostic testing has also been conducted with the children in ten kindergarten classrooms to determine the level of readiness.

On the basis of this testing, teachers are being advised and the reading specialists are offering help.

For those kindergarten children demonstrating a lack of readiness, workshops are being conducted for parents. Teachers are being advised of helpful activities and materials have been provided to meet the needs of these children.

Goal #3: Provide pupils with increased opportunities to practice communication skills through the introduction of inquiry and discovery methods of teaching.

Teachers have been introduced to the Taba Social Studies Program, the process and materials developed by the Science Curriculum Improvement

Study, and at the present time, the Reading Resource Specialists are placing heavy emphasis on Language Experiences In Reading as an approach to the achievement of this goal. In a cooperative effort a number of CEPP teachers were encouraged to attend a special class in the inquiry process.

Goal #4: Develop teachers' skill in diagnosis and planning for correctional reading in order to more effectively meet children's needs in specific skill areas.

With the help of the Reading-Research Consultant, the Reading-Resource specialists have developed instruments, conducted numerous workshops, and held many individual conferences with both classroom teachers and school site administrators.

The Reading Resource Specialists have also taken a number of teachers to see exemplary programs in other parts of the City and in other nearby school districts.

Goal #5: Discover the relationship between a pupil's self concept and his reading achievement.

Instruments to discover this relationship are being developed by the Reading-Research Consultant with the cooperation of the Reading Specialists and the classroom teachers.

Goal #6: Test the effect that the reading program has upon the expectations that teachers hold in relation to the reading achievement of children.

Along with the pupils' attitude measure, a teacher expectation scale has been developed and administered. This will be repeated at the end of the school year.

Goal #7: Create a level of library service that will provide the facilities to meet children's needs in this area of the reading experience by establishing in each school a library that will provide children a variety of reading and research materials.

Many of the materials that were ordered last year have now arrived which means that the facilities have been improved. This improvement with the addition of librarians and library aides seems to be meeting the children's needs as they relate to a variety of reading and research materials. Thus, in so far as we are able, this goal has been reached.

Goal #8: Provide one library aide and one reading aide for each school in order to extend the effectiveness of the librarians and reading resource specialists beyond those times when they are present in a school.

The library and reading aides are in the schools serving in the manner descrived. Thus, it might be said that this goal has been reached.

COMMUNITY INVOLVEMENT

Goal #1: Establish a communication network of volunteers in the community with the ability to transmit concerns from residents to the schools, from the schools to the residents, and from residents to residents.

The Block Club structure is functioning primarily as an agent to distribute the OMI News. The commitment of the Director and the Assistant to the Director to other aspects of the program has made it impossible to function any more extensively in this area. The Assistant to the Director has been working closely with PTA units in the schools in an effort to build up this element of community involvement in the schools.

Goal #2: To demonstrate that children whose parents are involved in school activities perform at a level closer to their potential and have more positive attitudes about school and learning.

Data is being accumulated as described in the grant application. However, preliminary inspection of the information obtained at this time indicates that there is no connection between a parent's involvement and his child's performance in school.

Goal #3: Provide an advisory and consulting service to CEPP-OMI staff, school, and community by utilizing consultants from San Francisco State College with expertise in reading skill development, language arts, community relations, and research to help plan and organize reading related programs with community members and project staff.

Records are being kept of the number of conferences, etc. with the reading research consultant. At the same time, there have been four meetings with the Dean of School of Education, two meetings with the Director of the Elementary Division of the School of Education, two meetings with the Vice-President in charge of Administrative Affairs, and a number of meetings and telephone conversations with representatives from Faculty research.

As a result of the many conversations and conferences with the representatives from Faculty Research, a proposal has gone forward from that office to a private foundation seeking funding for a coordinator to work with the OMI Community to bring more of the resources of the College to bear on the needs and concerns of the community.

As indicated elsewhere, use has been made of the services available at Frederic Burk Demonstration School in the Kindergarten Workshop. In the training of tutors, a staff member from the college presented the session entitled "Creative Approaches to Tutoring".

ACTIVITIES

A. Specialists' Service

1. Reading Resource Specialist

The reading resource specialists are functioning exactly as described in the addendum to the grant application as can be seen in the attached "Outline of Activities of Reading Resource Specialists".

2. Materials and Techniques

The addendum to the grant application accurately describes what is actually going on in the project with the exception that this section doesn't mention visitations as a part of teacher training. The specialists felt that they could provide more effective training for teachers by taking them to see exemplary programs using the materials and techniques which they have introduced. All the materials named in the application are being used in the schools of the project.

3. Reading Aides

The reading aides are functioning in all of the seven schools. Four of the six training sessions have been completed. Three of the aides helped with the testing program for determining the level of readiness of the kindergarten children. Records of the activities of the aides are being maintained on a continuing basis.

4. Inservice Training and Workshops

Workshops have been conducted for teachers in the use of the Getman Early Learning Development Kit and Program. This consisted of two one hour sessions and two observations at Frederic Burk Demonstration School. A similar program for teachers, consisting of three two hour sessions, was conducted based on the Roach & Van Allen, Language Experiences In Reading.

The Floating teachers in the public schools make it possible for teachers to attend workshops during the working day. At the same time the absence of floating teachers on the staffs of the Catholic Parochial schools sometimes makes it impossible for them to attend.

Two Workshops sessions for parents were held relative to Kindergarten readiness at Sheridan School. A similar type of workshop is scheduled to be held at Jose Ortega School on the 13th of January at 7:30 P.M.

B. Tutoring Service

All eight tutorial centers have been established and are functioning as described in the grant application. They are supervised by community members who are being trained at S. F. State College. The initial evaluation of tutees has been completed.

C. Library Service

There are two librarians functioning in the schools; one provided by the district and one by the project. There is an aide working a minimum of three hours per day in each of the libraries.

All the materials ordered last year have finally arrived and are being used in the libraries.

The following information is being sought and records being kept:

1. Monthly circulation figure from each school.
2. Record of class visits
    a. Which class
    b. Entire class or part of class, accompanied by teacher or not
    c. Is attendance regular, irregular, occasional
3. Completely filled book cards are being saved instead of destroyed. This will give very accurate information of the most popular titles
4. Three public branch libraries in the area have been contacted and asked to provide names of children who completed the Summer Reading program.
5. A questionnaire is being prepared for teachers and administrators relative to library service.

6. A questionnaire for public librarians in the area is being planned. It will include circulation statistics, juvenile registration, etc.
7. Records are being kept of the stories being read or told to classes by librarians.

E. Consultant Service

The reading research consultant meets regularly with the reading resource specialists and assists in the planning of both teacher and parent workshops. It has already been mentioned that he has designed a number of the evaluation instruments being used or being planned. He is performing all the duties described in his contract with the school district and approved by the state.

RESEARCH PROGRESS REPORT ON CEPP

With the change of emphasis in the CEPP program which resulted in the addendum and orientation towards research, the previous plans for research had to be revised too. This period has been devoted primarily to study of the remaining program and planning means to derive valid inferences from data. At present, research will be proceeding based on the outline that follows. This outline is intended as a means of clarifying data needed, instruments to be used and relations to be analyzed.

Collection and tabulation of reading scores for the five public schools for 1967-68 and 1968-69 is nearly completed and should be statistically described and possibly analyzed by the end of January. In a consultation with the SFUSD Research Department, the primary conclusion was that inferential statistics are difficult to use with our reading score data. Final decision on this point will be delayed until the descriptive statistics are returned.

Sixth grade reading scores were summarized at the beginning of this period and indicated that students who fell in the normative upper fifty percentile maintained their reading rate of achievement at one year for one year's work. However, individual scores were not discribed so that such an inference needs further evidence to be conclusive. Nevertheless this indication offers hope for achieving the rate of reading acquisition desired.

Short summaries of two LEIR workshops have been completed. The original questionnaire for workshop evaluation has been modified since the original questionnaire did not provoke informative answers to some questions.

RESEARCH OUTLINE FOR 1969 - 1970 with instruments from which data may be obtained

Objectives:

1) Exemplary Program

2) Raise Reading Achievement Rate On The Average To One Year's Achievement For One Year's Work.

Analysis

<table>
<tr><th rowspan="2">Programs</th><th colspan="3">Descriptive</th><th colspan="3">Inferential</th></tr>
<tr><th>Narrative</th><th>Statistical</th><th>Costs</th><th>Narrative</th><th>Statistical</th><th>Costs</th></tr>
<tr><td>General School Program</td><td colspan="6"></td></tr>
<tr><td>Pupils</td><td colspan="6">SAT Reading Scores, L-T IQ's, Race, Survey (?), Attidunal Survey, Teacher's Pupil Ratings, (Merrill Palmer), Reading Skill Inventory</td></tr>
<tr><td>Teachers</td><td colspan="6">Q-Sort, Workshops Attendance, Materials and/or Programs Used Master Lists</td></tr>
<tr><td>Schools</td><td colspan="6">Master Lists, Reading Scores, PTA Attendance, Survey (?), Teacher Q-Sorts, Floor Area</td></tr>
<tr><td>Area</td><td colspan="6">Master Lists, Survey (?), Reading Scores</td></tr>
<tr><td>Teacher Aides</td><td colspan="6">Ratings, Journals</td></tr>
<tr><td>Reading Specialists</td><td colspan="6">Record of Consultations, Tapes of Workshops, Attendance Workshop, BGT, Getman, LEIR</td></tr>
<tr><td>Tutorial Program</td><td colspan="6"></td></tr>
<tr><td>Training</td><td colspan="6">Class Attendance, Outline of Orientation, Class outline, Questionaires, Materials, Evaluation</td></tr>
<tr><td>Tutors</td><td colspan="6">Application Forms, Attitude Survey</td></tr>
<tr><td>Tutees</td><td colspan="6">Referrals, Reading Achievement, WRAT</td></tr>
<tr><td>Library Program</td><td colspan="6"></td></tr>
<tr><td>Libraries</td><td colspan="6">Number of Books, Money Spent, Circulation Figures, Check Out Slips, Floor Area</td></tr>
<tr><td>Librarian Services</td><td colspan="6">List Library Aides, Journals, List Librarians, Narratives, Time Reports</td></tr>
<tr><td>Parent Involvement</td><td colspan="6"></td></tr>
<tr><td>PTA</td><td colspan="6">Questionaires, Membership Lists, Minutes, Attendance</td></tr>
<tr><td>Parent-Teacher Conferances</td><td colspan="6">Descriptions, Summaries</td></tr>
<tr><td>CEPP</td><td colspan="6">Personnel Qualifications, Expenditures, Materials Introduced</td></tr>
<tr><td></td><td colspan="6">Overall Concerns: With People Motivation, Ability, Training, Achievement, Problems
With Programs Materials, Training, Costs, Personnel
With Status Quo Description, Change</td></tr>
</table>

Outline of Activities of Reading Resource Specialists

I. Workshops

- A. Reading Aides 2 - 2 hr. sess. 2 - 2 hr. sess to train testers
- B. Kindergarten 2 - 1 hr. and 2 observations
- C. Tutorial Class Wed. Nights Training for tutors and tutorial supervisors
- D. 1st Grade LEIR 3 - 2 hr. sessions
- E. Parents of Kindergarten Children 2 sessions

II. Diagnose Class

III. Meetings

- A. Consult with teachers
- B. Meetings with faculties
- C. Confer with principals
- E. Meetings with teachers of the 1st, 2nd, and 3rd grades
- F. Staff Meetings
- G. Administrative Council
- H. Conferences with Reading Specialists
- I. Conferences with College Consultant
- J. Conferences with Director
- K. Conferences with Assistant to Director

IV. Coordination Activities

- A. Counseling Learning Teams at Farragut and Sheridan
- B. Roy Minkler, Director of Reading, S.F.U.S.D.
- C. PACE Center, SFUSD
- D. Reading Clinic, S.F. State College
- E. Reading Aides
- F. Miller-Unruh Reading Specialists from San Miguel, Farragut, and Sheridan

- G. B. Lynch, Project Read, S.F.U.S.D.
- H. Mary Ellen Born, S.F.U.S.D.

V. Conferences

- A. Inner City Simulation Lab at USF
- B. SRA Reading Institute, Berkeley

VI. Visitations

- A. Millikin School, Santa Clara
- B. Burlingame School - LEIR
- C. Jefferson School District, Daly City - LEIR
- D. Far West Lab, Berkeley (2 a.m.'s)
- E. San Jose Schools - LEIR

VII. Test Kindergartens, 1st, and 2nd grades

VIII. Demonstrations -

- A. LEIR

IX. Distribute Materials

X. Developing measuring tools for evaluation of materials and programs

XI. Developing materials for tutoring program

XII. Analysis of results of kindergarten tests.

Evaluation Instruments Developed
or Adapted for Use in
the
CEPP-OMI

COMMUNITY EDUCATIONAL PLANNING PROJECT

WORKSHOP EVALUATION

Today's Date____________

Workshop Title____Date of Workshop__________

1. What did you expect from this workshop?

2. What was the primary value of the workshop to you?

3. What skills did you acquire that can be implemented into your classroom activities?

4. What materials do you need in addition to those you already have in order to do an effective job of teaching?

5. What implications for classroom organization or management does this workshop have for you?

6. Should other teachers be exposed to this experience?

7. Are there experiences related to this one that you would like to have?

8. Do you think you learned anything from this workshop that you could share with other teachers?

Community Education Planning Project

Attitude Survey

Tutor____________________ Date____________________

Center____________________ Name (Tutee)____________________

CLASSROOM LIFE

Here is a list of some statements that describe life in school. Circle the letter in front of the statement that best tells how you feel about going to school. There are no right or wrong answers.

1. Life in school has
   - a. all good things
   - b. mostly good things
   - c. more good things than bad
   - d. about as many good things as bad
   - e. more bad things than good
   - f. mostly bad things

2. How hard are you working these days on learning what is being taught at school?
   - a. Very hard.
   - b. Quite hard.
   - c. Not very hard.
   - d. Not hard at all.

3. When I'm in school, I
   - a. usually feel wide awake and very interested
   - b. am pretty interested, kind of bored part of the time
   - c. am not very interested, bored quite a lot of the time
   - d. don't like it, feel bored and not with it

4. How hard are you working on schoolwork compared with the others in your class?
   a. Harder than most.
   b. A little harder than most.
   c. About the same as most.
   d. A little less than most.
   e. Quite a bit less than most.

5. How many of the pupils in your class do what the teacher suggests?
   a. Most of them do.
   b. More than half do.
   c. Less than half do.
   d. Hardly anybody does.

6. How good is your schoolwork compared with the work of others in your class?
   a. Much better than most.
   b. A little better than most.
   c. About the same as most.
   d. Not quite as good as most.
   e. Much worse than most.

7. How often do the pupils in your class help each other with their schoolwork?
   a. Most of the time.
   b. Sometimes.
   c. Hardly ever.
   d. Never.

8. How often do the pupils in your class act friendly toward each other?

   a. Always.

   b. Most of the time.

   c. Sometimes.

   d. Hardly ever.

CEPP

Tutor________________________ Date____________________________

Center________________________ Name____________________________

HOW DO YOU FEEL ABOUT THESE THINGS?

Put a check in the box that tells how you feel about each of the statements below. There are no right or wrong answers.

	I agree almost always	I agree more than I disagree	I agree as often as I disagree	I disagree more than I agree	I disagree almost always
1. It is good to take part as much as possible in classroom work.					
2. Asking the teacher for help is a good thing to do.					

HOW DO YOU THINK YOUR TEACHERS FEEL?

Put a check in the box that tells how you think your teachers feel about each of the statements below. There are no right or wrong answers.

	They would agree almost always	They would agree more than disagree	They would agree as often as disagree	They would disagree more than agree	They would disagree almost always
1. It is good to take part as much as possible in classroom work.					
2. Asking the teacher for help is a good thing to do.					

POOR ORIGINAL C
AVAILABLE AT TIME FILMED

CEPP

Tutor__________________________ Date__________________________________

Center_________________________ Name__________________________________

MY TEACHER

Pretend that you could have your teachers change in some way. For each number check the box that best tells how you would like your teachers to act in your school. There are no right or wrong answers.

	Much more than they do now	A little more than they do now	The same as they do now	A little less than they do now	Much less than they do now
1. Help with work					
2. Yell at us					
3. Make sure work is done					
4. Ask us to decide about how we will work					
5. Smile and laugh					
6. Make us behave					
7. Trust us on our own					
8. Make us work hard					
9. Show that they understand how we feel					

CEPP

Tutor________________________ Date________________________

Center________________________ Name________________________

SELF-CONCEPT SCALE

Each of us needs to know more about what we are like. This form is to help you describe yourself and to describe how you would like to be. There are no right or wrong answers; each person may have different ideas. Answer these according to your feelings. It is important for you to give your own honest answers.

Think carefully and check the answer that tells if you are like the word says nearly always, about half the time, or just now and then. In the second column check the answer if you would like to be like the word says nearly always, about half the time, or just now and then.

THIS IS THE WAY I AM				THIS IS THE WAY I'D LIKE TO BE		
nearly always	about half the time	just now and then		nearly always	about half the time	just now and then
____	____	____	Friendly	____	____	____
____	____	____	Obedient	____	____	____
____	____	____	Honest	____	____	____
____	____	____	Thoughtful	____	____	____
____	____	____	Brave	____	____	____
____	____	____	Careful	____	____	____
____	____	____	Fair	____	____	____
____	____	____	Mean	____	____	____
____	____	____	Lazy	____	____	____
____	____	____	Truthful	____	____	____
____	____	____	Smart	____	____	____
____	____	____	Polite	____	____	____
____	____	____	Clean	____	____	____
____	____	____	Kind	____	____	____
____	____	____	Selfish	____	____	____
____	____	____	Helpful	____	____	____
____	____	____	Good	____	____	____
____	____	____	Cooperative	____	____	____
____	____	____	Cheerful	____	____	____
____	____	____	Jealous	____	____	____

THIS IS THE WAY I AM				THIS IS THE WAY I'D LIKE TO BE		
nearly always	about half the time	just now and then		nearly always	about half the time	just now and then
			Sincere			
			Studious			
			Loyal			
			Likeable			
			A good sport			
			Useful			
			Dependable			
			Bashful			
			Happy			
			Popular			

COMMUNITY EDUCATION PLANNING PROJECT - OHI

READING SKILL INVENTORY

TUTEE ______________________________ Date ______________ TUTOR ______________

Note: Stop after 5 consecutive errors in any group of questions. When tutee has failed in three groups, stop testing. Testing must be done with great sensitivity, and must minimize any feeling of failure, frustration, and pressure on the part of the tutee

I. DIRECTIONS

	Correct	Hesitant	Incorrect
Point to your right eye			
Point to your left ear			
Which is your right hand?			
Point to your right ear			
Point to your left eye			
Which is your left hand?			

II. REVERSALS

Present the following letters and words on cards and say, "Read these words".

1. b.
2. n
3. d
4. pal
5. no
6. raw
7. tar
8. pot
9. keep
10. tops
11. meat
12. never
13. even
14. saw
15. tan
16. won
17. rats
18.
19. read
20. lap

III. SIGHT VOCABULARY

Present to the tutee a set of cards with the Common Sight Words on them. (Make cards from list on back page or purchase Dolch "Popper Words" set) Ask him to make two piles: knowns and unknowns. Have him read to you the pile of words he knows. Count those he reads correctly. His sight vocabulary is _____ words. Make a note of any patterns which become apparent.

IV. Initial Consonants - Auditory Recognition

Example: "I shall say a word to you. Write the sound that you hear at the beginning of the word: 'boy', 'seem'."

If the tutee fails to write correctly ten of the sounds, ask him to repeat the sounds to you. Thus you will know whether he hears the sound correctly, even though he is not yet able to write the letters associated with the sounds.

1. daily
2. gown
3. sober
4. marry
5. fish
6. happy
7. cat
8. jam
9. rabbit
10. barber
11. pile
12. lazy
13. naughty
14. timber
15. walnut
16. youth
17. kangaroo
18. zero
19. violent

V. FINAL CONSONANTS - AUDITORY RECOGNITION

Example: "I shall say a word to you. Write that sound that you hear at the end of the word: 'rap (p); 'leg' (g)".

Follow instructions of IV. above.

1. bird
2. dialog
3. miss
4. stream
5. half
6. topaz
7. lock (c,k)
8. boil
9. sedan
10. fight
11. robe (b)
12. soup

VI. VISUAL RECOGNITION OF CONSONANTS

Print the consonants on individual cards. Present each card, saying, "These letters have sounds. Can you sound them?"

List the responses in the appropriate columns.

Correct	Hesitant	Incorrect

VII. Short Vowel Sounds

Print the words on cards. Present each card to the student, "Read these words as well as you can."

1. lip
2. jet
3. rag
4. not
5. bump
6. net
7. sit
8. scuff
9. top
10. match

VIII. Short and Long Vowels, Blending Sounds into Words

Print the words on cards. Ask tutee, "Read these words as well as you can."

1. mat
2. mate
3. let
4. theme
5. bill
6. fine
7. rob
8. robe
9. fun
10. fume

IX. Consonant Blends and Digraphs - Auditory Recognition

Example: "I shall say a word to you. Write the sound that you hear at the beginning of the word. This sound will be a combination of two or more letters, 'chicken' (ch); 'speak' (sp)".

Follow instructions of III above.

1. smoke
2. drive
3. thank
4. grow
5. plaster
6. glue
7. skate
8. choose
9. trip
10. stand
11. practice
12. sloop
13. stripe
14. clay (cl, kl,)
15. square (sk)
16. flower
17. crank (kr)
18. wheel
19. scream (scr, skr)
20. snore
21. frank
22. splendid
23. shape
24. spring
25. brass
26. swing
27. black
28. sparrow

X. Consonant Blends and Digraphs - Visual Recognition

Print the following combinations on separate cards. Present each card to the tutee, saying, "Can you tell me a word that starts with this sound?"

sh, ch, th, wh, sm, dr, gr, pl, gl, sk, tr, st, pr, sl, str, cl, fl, cr, scr, sn, fr, spl, spr, br, sw, bl, sp

List the responses in the appropriate columns.

Correct	Hesitant	Incorrect

XI. Vowel Combinations

Print the following words on cards. "Try to say these words as well as you can, even if you have never seen them before."

1. coal
2. burn
3. morn
4. bawl
5. low
6. free
7. leak
8. avoid
9. nook
10. spray
11. laid
12. firm
13. lout
14. maul
15. harm
16. meant
17. term
18. joy
19. howl
20. brew
21. took
22. lie

COMMUNITY EDUCATION PLANNING PROJECT

COMMON SIGHT WORDS

about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away
be
because
been
before
best
better
big
black
blue
both
boy
bring
brown
but
buy
by
call
came
can
carry
clean
cold

come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
exit
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got

green
grow
had
has
have
he
help
her
here
him
his
hold
hot
how
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WRAT

Tutee ______________________________ Grade ______ Date ________ Tutor __________

Center ______________________________ Score ________ Level ________

Level 1

A R Z H I Q S E B O	10
A B O S E R T H P I U Z Q	25
cat see red to big work book eat was him how	36
then open letter jar deep even spell awake block size	46
weather should lip finger tray felt stalk cliff lame struck	56
approve plot huge quality sour imply humidity urge	64
bulk exhaust abuse collapse glutton clarify	70
recession threshold horizon residence participate quarantine	76

Level 1 - Reading Norms

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
3-8	PK	26-27	1.3	47	2.6	60	4.4	73	6.7
9	.1	28-29	1.4	48	2.7	61	4.5	74	6.8
10-11	.2	30-31	1.5	49	2.8	62	4.7	75	7.0
12	.3	32-33	1.6	50	2.9	63	4.8	86	7.2
13-14	.4	34	1.7	51	3.0	64	5.0		
15	.5	35	1.8	52	3.1	65	5.1		
16-17	.6	36-37	1.9	53	3.2	66	5.3		
18	.7	38	2.0	54	3.3	67	5.5		
19-20	.8	39-40	2.1	55	3.6	68	5.7		
21	.9	41	2.2	56	3.8	69	5.9		
22	1.0	42-43	2.3	57	3.9	70	6.1		
23	1.1	44	2.4	58	4.1	71	6.3		
24-25	1.2	45-46	2.5	59	4.2	72	6.5		

COMMUNITY EDUCATION PLANNING PROJECT-OMI

Name________________________Grade_______Date____________School________________

Individual Learning Attitude Survey

Directions: Arrange the faces in front of the child from left to right, starting with card 1. Explain that the first face tells us that he likes things very much, is very happy, etc. and the last face is very unhappy and doesn't like things at all. Next, explain the middle face and then the remaining faces. Then say "I want to know how you feel about some things in school. I shall ask you about something you do in school and you point to the face that best tells how you feel." (Make sure the child understands the response role. Use the first two items for demonstration purposes if necessary.

After reading code question to the child, point to each face and say the qualifier clearly, making sure the child is following you.

1. Going to school is......

all good	mostly good	about as much good as bad	more bad than good	mostly bad

2. Which face shows how hard you are working in school?

very hard	quite hard	about the same as most	not very hard	not hard at all

3. Which face shows how you feel when you are in school?

Very, very happy	pretty happy	don't know	A little unhappy	unhappy

4. Which face shows how hard you are working in class?

very hardest of all	very hard	about the same as others	not very hard	not hard at all

5. Which face shows how many children in your class do what the teacher says?

all of them	most of them	some of them	only a few	hardly anybody

6. Which face shows how good your work is in class?

the best of all	very good	about the same	not as good	the worst

7. Which face shows how much you help other children in your class with their work?

many times	lots of times	sometimes	hardly ever	never

8. Which face shows how friendly your class is?

always friendly	most of the time	sometimes....	once in awhile	hardly ever

9. Which face shows how you feel about learning things in class?

Very happy	mostly happy	don't know	not very happy	not happy at all

10. Which face shows how you feel about asking the teacher for help?

very good	mostly good	don't know	not very good	not good at all

My Teacher (Primary Form)

Directions: Arrange the teacher cards in front of the child from left to right, starting with card 1. Move the middle card (III) closer to the child, than the remaining cards. Say "Lets pretend that you could change your teacher in some way, make her do different things than she does now. Let's pretend that the middle picture is your teacher right now. If you would like her to do more of...... (use example with positive connotations for the child)......you could point to this card (I) if she should do a lot more than one (II) if you wanted her to do only a little more. (Repeat demonstration using an example with negative connotations.)" Use first two items as further demonstration if necessary.

	Much more	a little more	the same	a little less	much less
1. Yell and shout at the class	______	______	______	______	______
2. Help the class with work	______	______	______	______	______
3. Make sure the work is done	______	______	______	______	______
4. Smile and laugh with the class	______	______	______	______	______
5. Make the class behave	______	______	______	______	______
6. Make the class work hard	______	______	______	______	______
7. Show that they like the class	______	______	______	______	______

SELF CONCEPT SCALE (PRIMARY FORM)

DIRECTIONS: Arrange the faces in front of the child starting with I on the left and III on the right. For items marked "N", arrange the faces starting with V to III, WHITE cards are for "This is you now". Arrange PINK cards in the same way, simultaneously, for "This is the way I'd like to be".

Say to child: "I want to know about you, and about what you think about yourself. See the faces— those (pointing to the WHITE cards) will tell me how you feel about yourself right now..) (demonstrate by asking child some questions and establishing a response mode)....and these will tell me about the way you would like to be....(demonstrate again)." (Be sure the child understands the response mode required before proceeding)

"Now, I'm going to say some things that you ought to do, and you point to the face that tells how much it is like you now, and how much it is like the way you'd like to be." (Be sure child understands the concept and difference.)

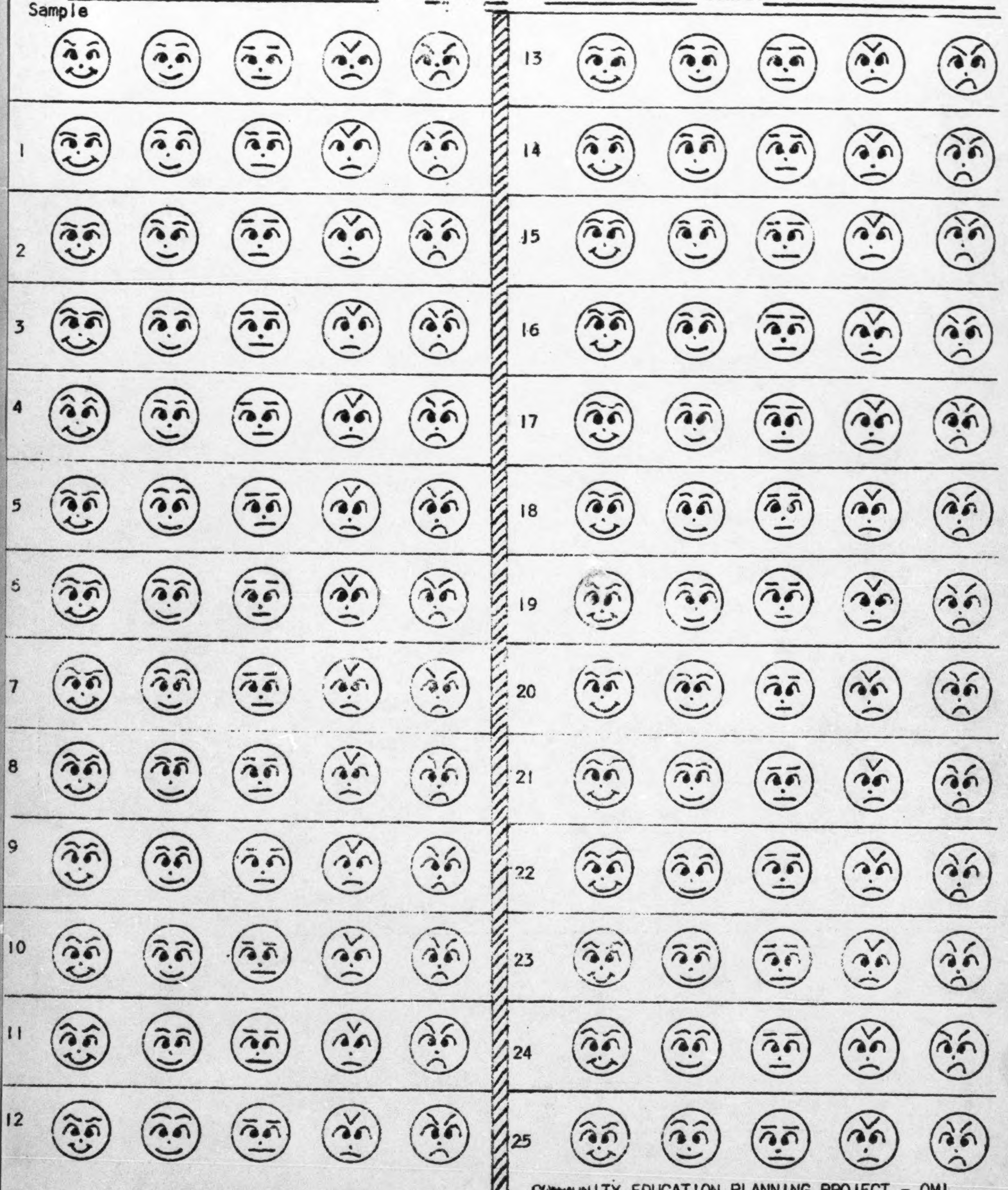
SELF CONCEPT SCALE

	This is me now			This is the way I'd like to be		
	All of the time	Some of the time	Not Often	All of the time	Some of the time	Not Often
1. Has lots of friends.						
2. Tries to do what teacher asks						
3. Tries to tell the truth						
4. Is brave, not afraid of things						
5. Is careful with mommy's things						
6. Treats people nicely						
7. Is mean with smaller children						
8. Tells lies (N)						
9. Doesn't like to work hard (N)						
10. Is very smart						
11. Tries to be polite-says "Please and Thank you"						
12. Keep your things clean.						
13. Doesn't like to share toys (N)						
14. Tries to be helpful						
15. Tries to be good						
16. Tries to work with other children in class						
17. Tries to be happy						
18. Gets mad when someone else has something nice (N)						
19. Tries very hard to listen and remember rules						
20. Likes to play games with other children						

POOR ORIGINAL COPY - BEST AVAILABLE AT TIME FILMED

LEARNING - ATTITUDES SURVEY

Name____________________ Grade__ Room__ Date____________ School____________________


Sample
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COMMUNITY EDUCATION PLANNING PROJECT - OMI

COMMUNITY EDUCATION PLANNING PROJECT-OMI

Pupil Reading Skill Record

NAME ______________________ DATE ______________________

SCHOOL ______________________ GRADE ______________________

TEACHER ______________________ EXAMINER ______________________

WRAT Grade Level __________

Present Problem: ____

		Immature/ Inadequate	25%	Variable	75%	Mature/Well Established
I.	Direction	1	2	3	4	5
II.	Reversals	3 or less	4-7	8-10	11-15	16
III.	Sight Vocabulary	15 or less	16-89	90-140	150-209	210+
IV.	Initial Consonants	2 or less	3-7	8-12	13-17	18
V.	Final Consonants	1	2-4	5-7	8-10	11
VI.	Visual Recogn. of Consonants	2	3-8	9-14	15-20	21
VII.	Short Vowel Sounds	1	2-3	4-6	7-8	9
VIII.	Blending Sounds into Words	1	2-4	5-6	7-8	9
IX.	Consonant Blends and Digraphs Auditory Recogn.	3	4-9	11-17	18-26	27
X.	Consonant Blends and Digraphs Visual Recognition	3	4-9	10-17	18-25	26
XI.	Vowel Combinations	2	3-8	9-13	14-20	21

List numbers of correct responses in corresponding box above.

SUMMARY: ____

Some Preliminary Evaluation Information

COMMUNITY EDUCATION PLANNING PROJECT-OMI

Brenner-Gestalt Readiness

A general screening measure for school readiness-Administered October 1969

		First Quartile		Second Quartile		Third Quartile		Fourth Quartile	
School		Number	%	Number	%	Number	%	Number	%
Commodore Sloat	I	2	11	2	11	6	32	9	46
	II	1	7	5	33	5	33	4	27
			Avg. 9%						Avg. 37%
Farragut	1	4	27	2	13	5	27	4	27
	II	6	33 Avg. 30%	6	33	4	22	2	12 Avg. 19%
Jose Ortega	I	2	16	3	24	4	30	4	30
	II	8	34 Avg. 25%	10	41	6	25	0	Avg. 15%
San Miguel	I	I	5	6	30	6	30	7	35
	II	2	9 Avg. 70%	7	30	9	39	5	22 Avg. 28%
Sheridan	I	7	37	10	52	2	1	0	
	II	14	74 Avg. 55%	3	16	2	10	0	Avg. 0%
MEAN:		4.7	25.3	5.4	28.3	4.9	25.9	3.5	19.9

COMMUNITY EDUCATION PLANNING PROJECT-OMI

SAMPLE: PRELIMINARY DATA ANALYSIS

Learning-Attitudes Survey

School: San Miguel (First Grades)

ROOM	MEAN	MEDIAN	RANGE	I	II	III	IV
16	92.55	100.0	49.100 (51)**	73.40	96.80	100	100
17	82.32	82.5	56-100 (44)	68.80	79.50	84.40	94.67
18	91.70	96.0	72-100 (28)	77.60	89.50	97.60	100
19	88.82	94.0	53-100 (47)*	71.00	85.17	97.60	100
MEAN:	88.55	93.13	(42.05)	72.70	87.74	94.83	98.67

* drops to 26 with exclusion of lowest score

** drops to 31 with exclusion of lowest score

Teacher Workshop Schedules

COMMUNITY EDUCATION PLANNING PROJECT

MEMORANDUM

DATE: December 8, 1969

TO: CEPP-OMI Principals and First Grade Teachers

FROM: Carlos Ruling, Director
Julia Grant, Reading Specialist
James Sichel, Reading Specialist

SUBJECT: SCHEDULE OF LEIR VISITATIONS-1st GRADE

Groups of teachers attending the visitations will meet at the CEPP-OMI office at 205 Granada Avenue, at the time indicated on the schedule.

	San Jose Dec. 8, 1969 8:30- 3:10	Daly City Jan. 15, 1970 8:45-12:00	Daly City Jan. 16, 1970 8:45-12:00	Burlingame Jan. 20, 1970 7:55-12:00	St. Michae to be arranged
Sloat	Mrs. Markey		Mrs. Parrott	Mrs. Taber	
Farragut	Mrs. Arnold	Mrs. Leion		Mrs. Brambier	
Ortega	Mrs. Jackson		Mrs. Eisler	Mrs. Mariano	
San Miguel	Miss Aldrich	Miss Barrett		Miss Hayden	Mrs. Jones
Sheridan	Mrs. Pointer		Mrs. Defossett	Miss Rappaport	
St. Emydius	Mrs. Ritchie			Sister Lawrence Mary	
St. Michael's	Miss Stuhr				

CR:JG:JS:bab

V. Some Services Reaching Outside the OMI Area

A. Scheduled parent teacher conference were planned and piloted in the project and are now a regular part of the on-going program in the San Francisco Unified School District.

B. Science Curriculum Improvement Study methods and materials were introduced to the S.F.U.S.D. through the CEPP-OMI.

C. Experimentation with Sullivan materials in OMI schools contributed to the information that led to the adoption of these materials on a large scale by S.F.U.S.D.

D. CEPP-OMI resources were made available to community and school personnel involved in planning the complexes.

E. Project resources have been made available to the Miller-Unruh Reading Program.

F. The adult education program initiated at Balboa High School is available to all residents of San Francisco.

G. The interdisciplinary team approach to elementary guidance is being used in a number of San Francisco schools after having been piloted at Jose Ortega School

VI. Accomplishments of the Ocean View, Merced Heights Ingleside Community Association

Since its beginning the OMI has seen several major accomplishments and many smaller ones. The Community Education Planning Project was founded by the OMI Education Committee and it provides special services to seven elementary schools in the area. These services include Floating Teachers, Reading Specialists, Teacher Aides, and a Tutorial Program. Through financed with federal funds, the CEPP is administered by the community itself through the Education Committee.

The OMI has succeeded in having an Adult Night School established at Balboa High School, when there had not been one for 16 years.

The OMI obtained the purchase and remodeling of the Brooks Property for the use of the community.

The OMI publishes a community newspaper.

The OMI continues to fight for:

A Child Care enter for working mothers in our community

Fair Real Estate practices, which are so important to keeping this a decent community

Beautification programs to create a better physical environment (FACE loans)

Stronger sense of responsibility on the part of rental landlords

Continuous upgrading of our schools, and a greater voice in their administration (CEPP) (Community School Board)

Better park and recreation facilities

Jobs and recreation for youth (Employment Committee)

Better working relations with the local business community (Merchants' Association)

The establishment of a community mental health center or clinic

More efficient city services in other words, more for your tax dollar

More responsive city government

More cultural. and educational opportunities for residents of all ages

Better ways of solving all the little problems of city life... stray dogs, traffic problems, dirty streets, decrepit buildings, etc.